



Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

Follow these procedures: If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

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Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EDU7001-8

Scott Ebbrecht

Advanced Scholarly Writing

Assignment 5: Rhetorical Perspectives: Logos, Ethos and Pathos

Comments:

Faculty Use Only

Michael, as you effectively demonstrated in your paper, a rhetorical perspective of Ethos provides the author's perspective, and attempts to convince the reader of the author's credibility.. Logos seeks to present evidence through mere logic or reason, and is actually void of the author's credibility or character. A rhetorical perspective of Pathos seeks to persuade the reader by appealing to and actually producing an emotional response.

Keep in mind that with Ethos, third person is utilized with such words as they, their, them, it, one, he, she. Yet, be cognizant that in scholarly writing, avoid gender specific pronouns such as “he” and “she” by simply writing around them and using plural pronouns such as “they” and “their”.

Third person is in contrast to first and second person. As you likely are already aware, first person uses words such as I, me, my, and mine and should be avoided in scholarly writing. Second person uses words such as you, yours, your, us, we.

Dr. E.

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Rhetorical Perspectives: Logos, Ethos and Pathos

Michael Higley-Vance

Northcentral University

Rhetorical Perspectives: Logos, Ethos and Pathos

This assignment requires that the topic from Activity 2 be used to write three paragraphs. Each of the three paragraphs should describe a different Rhetorical Perspective: logos, ethos, and pathos. The re-revised topic originally chosen in Activity 2 is to explore the benefits of online learning for the non-traditional k-12 student: a look at online learning when traditional educational environments fail to keep students in school.

Logos

The idea that all students require the same traditional learning environment is changing with the rapid growth and impact of the internet and technology on people's lives today. Since the early 1950s education has slowly been integrating technology into the traditional learning environment but is the educational system integrating technology fast enough? In a small study

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published this year entitled “Increasing Motivation and Engagement in Elementary and Middle School Students” it was reported that more than 50% of teachers are using technology to create and implement technology-integrated lessons (Godzicki, Godzicki, Krofel, & Michaels, 2013 May). The study also indicated that the “technology-supported learning environment improved student motivation and engagement by 9% after the intervention period” (Godzicki et al., 2013). However, the Digest of Education Statistics: 2011 (2012), reported that the United States had a 7.4% high school drop out rate. With 14 million job openings projected by 2018 going to people with at least an associates degree something must be done about the 7.4% (Pathways to Prosperity Project, 2011, pp. 2-3). Given what we know about the embedded technology of today’s world America’s education system is clearly failing to meet today’s technologically motivated student.

Appropriate Approach

One of the three rhetorical perspectives, logos is the means of persuasion based on deductive and inductive reasoning, the clarity of the claims, and the effectiveness of its supporting details. Of the three rhetorical perspectives, logos is the primary means of delivering written information in a scholarly way. By using one of the seven rhetorical strategies one can focus on logic and reasoning to structure an argument, which includes quotes, supportive citations, and resources.

Ethos

Having spent over a decade educating and coaching both teachers and students in the use of educational technology, the author has found a very slow and unexpected educational shift when fully embedding technology into the whole student learning environment and experience. Teachers, for example, currently integrate a number of technology resources into planning their

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Comment [1]: evidence

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Comment [2]: author’s perspective

curriculums like power point presentations, the use of word documents, and student interactive white boards. These resources help deliver classroom instruction however, students are motivated much more by the implementation and relevant use of these and other web 2.0 resources [back channeling, class blogs, video chats, use of google drive, etc...] in their learning process. Teachers become the facilitator of ideas and discovery while the student becomes the scientist and scholar in charge of their own learning exploration. While this type of learning process and environment is for the intrinsically motivated student it does demonstrate the importance and benefit of such a learning experience and environment.

Appropriate Approach

One of the three rhetorical perspectives, ethos, or an ethical appeal, means gaining the respect of the reader through ones own experiences and character. Ethos is not generally used in scholarly writing or in dissertations because the focus of the writing should remain on the research and literature. Scholarly writing should be based on how the author presents the information and the credible resources used to which the appeal to the argument is comprised.

Pathos

Digest of Education Statistics: 2011 (2012), reported that 7.4% high school students in America drop out. With 14 million job openings projected by 2018 going to people with at least an associates degree something must be done to keep students in school (Pathways to Prosperity Project, 2011, pp. 2-3). Given what we know about the embedded technology of today's world the education system in the United States is clearly failing to meet today's tech savvy students. In an online educational environment students are given the freedom to learn at their own pace, demonstrate understanding of content material using creative web based resources, and are

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Comment [3]: appealing to emotion

provided with an alternative to a face-to-face learning approach. What high school student contemplating dropping out wouldn't consider the alternative, of an e-learning environment?

Appropriate Approach

One of the three rhetorical perspectives, pathos means an appeal to human emotion. Appeals to one's emotions and self-interests creates a bias which goes against the primary writing perspective of logos and changes the emphasis of the argument from logic and reasoning to opinions, based merely on emotional bias. Pathos should be avoided when persuading readers but can be effectively used to describe the problem statement.

References

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